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PUBLIC EDUCATION IN MEXICO

A DISSERTATION

SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

FACULTY OF EDUCATION

by

KALMAN JOSEPH RABKIN

EDMONTON, ALBERTA,

April 1, 1950.

Thesis
1950
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University of Alberta
Faculty of Education
Department of Graduate Studies

The undersigned hereby certify that they have read and recommend to the School of Graduate Studies for acceptance, a thesis entitled Public Education in Mexico submitted by Kalman Joseph Rabkin, B. Ed. in partial fulfilment of the requirements for the degree of Master of Education.

Date *April 29, 1950*

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INTRODUCTION

The idea of writing a thesis on education in Mexico was suggested by Dr. H. E. Smith, Professor of Education, University of Alberta.

In doing research on this topic, I found the story of education in Mexico from the time of Hernan Cortez to the present, most interesting. Mexico made excellent beginnings in this field but as time passed, education declined. It was only in the very recent history of Mexico that it has become a major problem in the country.

The aim of this thesis is to outline briefly, the evolution of Public Education in Mexico, giving prominence to those features that will be of interest to Canadian educators.

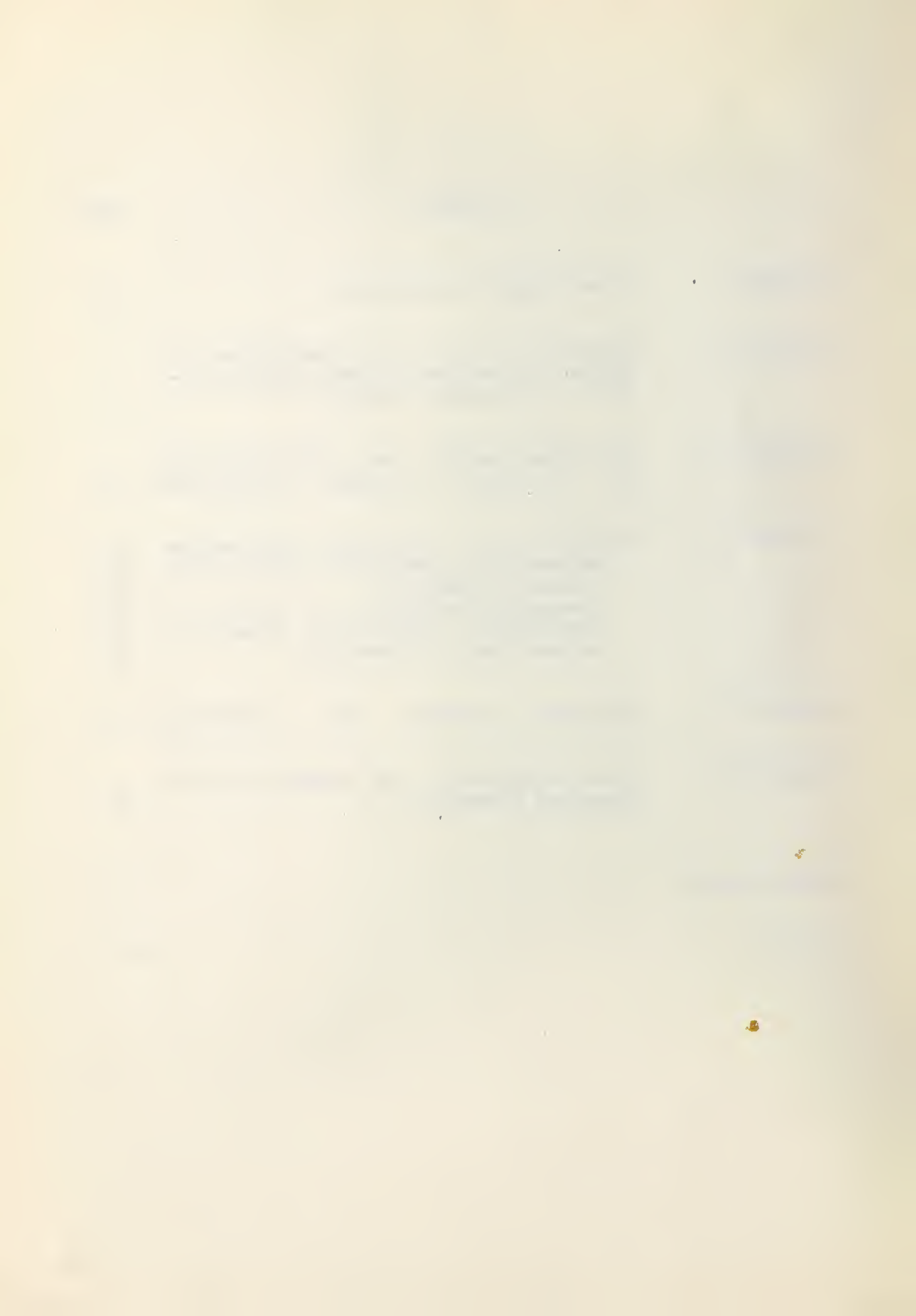
Most of the research was done in Mexico City and the bibliography used is Spanish.

I wish to express my appreciation and thanks to Mr. B. E. Walker, Dr. H. S. Baker and Dr. W. D. McDougall, the members of my advisory committee, for their very keen interest and helpful suggestions in regard to the writing of this thesis.

I am also very thankful to my wife Dr. Bertha Karasik Wolf for her help in the translation of the Spanish bibliography.

K. J. Rabkin.

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CHAPTER I
FIRST STEPS IN EDUCATION

Education in Mexico, as in Canada in the early days, was the monopoly of the Catholic clergy and came under their direct and absolute control.

The main educational purpose of the colonial era was the conversion of the Indians to Christianity. This task was taken on by the Franciscan monks who first arrived in Vera Cruz in 1523.

The missionaries came with the idea of ministering to the Indians, of living with them and helping them to secure justice from the rigours of the military regime of their conquerors. (1)

The method the Franciscans used in their teaching of the Indians was ingenious; they taught the cleverest of the Indian boys to read, to write, and to recite the catechism; these, in turn, taught the rest of the tribe what they had learned.

Pe ro de Gante, one of the leaders of the original group of Franciscans to arrive in Mexico, established the first elementary school in the new Continent at Texcoco, in 1523. Here, singing and instrumental music were taught as well as religious instruction. In 1525 he established the school of San Francisco in Mexico City.

(1) Vasconcelos Jose, Breve Historia de Mexico, Ediciones Botas, Mexico, 1944, P. 138.

This school was divided into two sections: one for primary instruction and the second for manual training.

The Franciscans were followed by other orders of monks. In 1526 a group of Dominican monks arrived in Mexico. After them came the Augustinians in 1533, the Jesuits in 1572, and the Carmelites in 1585. These orders began the construction of monasteries which were at the same time work shops and schools. (2)

The work of the missionaries had a favorable result. Due to the efforts of the Franciscans and the Dominicans many of the monasteries had adjoining schools before half of the seventeenth century had elapsed. Though the main purpose of the missionaries was to indoctrinate Christianity, nevertheless, as time passed, the teaching of reading, writing and singing became more widespread.

In 1532 Vasco de Quiroga, a Franciscan, established the first agricultural school in Mexico. With this step was initiated the system of practical rural education. The manner in which these schools were first established is very interesting. Quiroga was amazed at the great number of Indian children who died by drowning. Upon investigation he found that during periods of drought Indian mothers

(2) Ibid., P. 142

drowned their children rather than see them die of starvation. He was greatly moved by their plight and established homes for the children. Around these homes he encouraged the growth of cooperative agricultural communities. All the members of the community, including the children, worked together and shared the harvest, according to each family's needs. The main aim of this and similar institutions was to train the Indians and their children in agricultural methods which would help build up that industry in the new land. (3)

In 1529 a school for women was established by the Franciscans at Texcoco, a short distance from Mexico City. This was indeed looking forward to modern education.

The first school for training teachers was established in Mexico City in 1536. This institution has carried on right to the present day and is now known as the Normal School of Mexico. The director of this school was Bernardino de Sahagun who dedicated many years of his life to the education of the Indians. He learned their customs, dialects and history, and wrote books on his finding. His two better known works are The Dictionary of the Mexican Language and The General History of New Spain.

(3) Mexico y la Cultura, Secretaria de Educacion Publica, Mexico, 1946, P. 595-596.

The intellectual capacity of the Indian children for learning reading, writing, religion, and the Latin language was so great that the teachers found it necessary to give the youth greater opportunities for higher learning. With this object in mind, the College of Sanata Cruz de Tlaltelolco was established. This was the first institution of higher learning to be created in America. The main subjects taught were Latin, Rhetoric, Indian medicine, Music and Philosophy.

Only thirty years after the very first school in Mexico was established, the leading educators of the new land began to agitate for something higher still in the field of education. Their efforts were not in vain and in 1553 the first university in America was inaugurated. In the beginning the courses taught were grammar, rhetoric, dialectic, law, scriptures and native languages. Later a chair of Medicine was established. Surgery, however, was not taught until the seventeenth century. By 1775 the University had awarded the Bachelor degree to thirty thousand students and the degree of Doctor to one thousand one hundred and sixty-two students. (4)

The Franciscans dedicated themselves to elementary education, the arts and technical training. The

(4) Ibid., P. 597-598.

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will help in determining the profit or loss for the period. The records should be kept in a safe and secure place, and should be available for inspection at any time.

The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. It is essential for the business to have a clear and concise record of all assets and liabilities. This will help in determining the net worth of the business. The records should be kept in a safe and secure place, and should be available for inspection at any time.

The third part of the paper discusses the importance of maintaining accurate records of all taxes. It is essential for the business to have a clear and concise record of all taxes. This will help in determining the tax liability for the period. The records should be kept in a safe and secure place, and should be available for inspection at any time.

The fourth part of the paper discusses the importance of maintaining accurate records of all contracts. It is essential for the business to have a clear and concise record of all contracts. This will help in determining the obligations of the business. The records should be kept in a safe and secure place, and should be available for inspection at any time.

The fifth part of the paper discusses the importance of maintaining accurate records of all correspondence. It is essential for the business to have a clear and concise record of all correspondence. This will help in determining the communication of the business. The records should be kept in a safe and secure place, and should be available for inspection at any time.

The sixth part of the paper discusses the importance of maintaining accurate records of all other documents. It is essential for the business to have a clear and concise record of all other documents. This will help in determining the other documents of the business. The records should be kept in a safe and secure place, and should be available for inspection at any time.

Jesuit and Augustinian orders interested themselves mainly in secondary education and established many schools primarily for the education of Indian children. They modernized the curriculum by including among the studies Physics and Natural History.

Vasco de Quiroga established the first Indian technical school in the state of Michoacan. There were trained teachers, carpenters, blacksmiths, cabinet-makers, masons and architects. Without a doubt, had these Spanish-established schools not existed the Indian would have degenerated to slavish servitude.

In 1693 the first periodical on the continent, El Mercurio Volante, was published in Mexico City. In 1728 the Mexican Gazette was established.

During the early eighteenth century public education in Mexico under the guidance of the Catholic church was very widespread. Parishes were established in each small village and wherever there was a parish there was a school. In places where the population was too sparse to establish a parish, travelling missionaries would gather the few people from the area and teach them the modes of civilized living and the fundamentals of Christianity.

In each convent there was a library which was con-

sidered the treasure of the convent. (5)

At this time Mexico was the most cultured country in the new world. The whole life of the colony was on a higher cultural level than that of any other of the colonies in the Americas. There were in the country libraries, schools, an art gallery, colleges and universities.

There were schools in every province of Mexico. In even the most backward cities such as Zacatecas there had been formal colleges since 1616. In Mexico City, the college of San Ildefonso was built. This building is still in existence and at present is being used to house the National Preparatoria of the University of Mexico.

Despite all the progress that had been made to this point, the increasing dominance of the secular clergy over the regular clergy produced a notorious decadence in the life of the colony. So great was the decline in education, that in 1794 there were only ten elementary schools in the whole of the country. (6)

(5) Vasconcelos Jose, Breve Historia de Mexico, Ediciones Botas, Mexico, 1944, P. 231.

(6) Mexico y la Cultura, Secretaria de Educacion Publica, Mexico, 1946, P. 598.

By the end of the eighteenth century three institutions of great importance to education were founded: El Colegio de las Vizcainas (1767) for the education of women, the Academy of Noble Arts of San Carlos de la Nueva Espana (1783) and La Escuela de Minas (School of Mines, 1792). With these schools begins the era of administration of educational institutions independent of the church.

The first legislation that demanded the establishment of primary schools in New Spain was passed in 1783. In 1800 Viceroy Azanza endeavored to make public education general throughout the country.

There was noticeable, at this time in Mexico, a growing feeling of patriotism. So strong was this feeling that in a very short time it culminated in a successful struggle for complete independence from Spain.

CHAPTER II
EDUCATION FROM THE INDEPENDENCE OF MEXICO
TO THE SOCIALISTIC ADMINISTRATION
OF PRESIDENT CARDENAS

Mexico gained her independence from Spain in 1810, becoming a republic. The republican government immediately concerned itself with the question of public education.

Vice-President Valentin Gomez Farias in 1833 brought in radical reforms. He took control of education from the hands of the church and made it the responsibility of the Federal Government of Mexico. He organized the Directorate General of Public Education in the Federal District and the states. Because the University of Mexico was controlled by the Church, it was closed, but the opening of primary schools for children and illiterate adults was encouraged. The move was the real foundation of public education in Mexico.

Through the creation of the Directorate General of Public Education, teaching was secularized. The Directorate took over the management of all establishments of public instruction, and the means of financing education. Employment of teachers, regulations for instruction of pupils, provision of administrators for schools, choice of appropriate text-books every two years and the general responsibility of educational problems of the republic as a whole, became the duty of the Directorate.

Despite such excellent and energetic beginnings, public education suffered many setbacks because the atten-

tion of the republican government was wholly absorbed by political problems. Education began to decay. This decadence was due to the inefficiency of instructors and administrators, the lack of uniformity in subject matter taught, and, what was even worse, defective and completely inadequate methods of instruction.

During this period the education of Indians was completely neglected. They were settled chiefly in rural areas and since communication was extremely difficult and the finances of the country at a very low ebb, the government shut its eyes to the problem of education of the Indian. The efforts that were made to incorporate the Indians into the national culture during the colonial period were completely forgotten.

It was not until the administration of General Porfirio Diaz that the way was made clear for the establishment of uniformity in primary education. In 1887 the Normal School was formed, but the real impulse of public education did not take place until 1890 when a petition was presented to the Congress of the Union to reorganize public education in the country on the basis that it should be free, secular and compulsory. In 1891 Congress passed the law which made the reorganization of public education a fact.

During the years 1893-1925 there was a shortage of schools and teachers for more than fifty thousand children of school age in the Federal District alone. Despite the difficulties, however, the law passed in 1891 did give impulse to the primary instruction in the Federal District at least.

In July 1905 a very important step in the matter of public education in Mexico was taken by the creation of the new Ministry of Public Education and Fine Arts.

Professor Justin Sierra, with the cooperation of Ezequiel A. Chamez, Secretary of the Ministry of Education, was responsible for the progress made in public education. They made a great effort to unify the methods of teaching. From that day progress has been steadily increasing. In 1908 there were five hundred and eighty-three schools with sixty-four thousand students in the Federal District.

The National Congress of Primary Education began to consider the Indians as a great problem in education. Special courses for the instruction of Indians in the Spanish language were established and a campaign to spread the national language and culture among the Indians was begun. These courses offered to the Indians were the real beginning of the present day rural education.

[The text on this page is extremely faint and illegible. It appears to be a standard page of prose with several paragraphs. A small, dark ink spot is visible in the upper right quadrant of the page.]

This work was begun during the administration of President Alvaro Obregon (1920-1924) and it is acclaimed as the greatest social service carried out by the Revolutionary government for the progress of the large rural population of the country. (1)

During the Revolutionary period the problem of education was uppermost in the mind of the government. The number of schools was steadily increasing. More harmonious and uniform plans for a wider programme of primary education were developed. During the administration of General Obregon fifty million pesos a year were spent on education, a huge sum compared with the amount formerly spent.

Speaking in Washington, on December 9, 1922, at the invitation of the International Chautauqua Lecture Association, Jose Vasconcelos, Minister of Public Education, said about education in Mexico:

"To educate is to prepare the individual for a certain social purpose. Man has been educated in order to be a good subject, a good slave, a good monarch, a good artisan and a good citizen. Sometimes it is the social environment, sometimes it is the school, but always we see that the purpose of education is to mould

(1) La Educacion Publica en Mexico, Prologo de J. M. Puig Casauranc, P. xv, Publicaciones de la Secretaria de Educacion Publica, Mexico, MCMXXV.

the people so that they can perform a social function." (2)

Despite the fact that education was compulsory, there were still many rural areas where there were no schools. The small cities started to build schools and then rural schools began to appear. The great error made was that the teachers of least experience were sent to rural areas. That error is at present being rectified, the best trained and most experienced teachers are now sent to rural schools and receive the highest salaries.

In many Indian villages Spanish was still not spoken. The first great problem then, was to teach the Indians the language. When they had mastered Spanish they could enter the ordinary primary and secondary schools, and institutions of higher learning if they wished.

Vasconcelos believed that Indians must be educated and taken into the life of the country instead of being isolated, and to a great degree, destroyed by the separation and segregation of being placed on reservations.

Elementary education in Mexico is of six years duration. The student then takes three years of secondary training and if he wishes to continue, must attend a preparatory school for a further two years before entering the University to follow some professional field.

(2) Boletín de la Secretaría de Educación Pública,
Tomo 1, Número 1, P. 5, Mexico, Enero 1923.

During the administration of President Elias Calles, education progressed continually. More urban schools were opened, schools for workers, technical and industrial schools. Rural education was receiving still more attention. There was a great desire on the part of the ministry to reach the rural population made up chiefly of Indians and Metis.

In 1925, thanks to the efforts of the Revolutionary Government, there were eighty-four thousand, forty-five children going to primary schools in Mexico City and one hundred thirty-two thousand, six hundred and sixty-six children in the Federal District as a whole. There were, however, still fifty-two thousand, three hundred and forty-six children of school age not attending school in the Federal District. (3)

The progress made by Mexico in the educational field can be perhaps best judged by the contents of a speech made by Dr. Francisco Castillo Najera, Mexican ambassador to the United States. The speech was given at the Annual Convention of the Association of American School Principals in Atlantic City, March 1, 1938. He said,

(3) Ibid., P. 10.

"In 1910 the number of schools maintained by the Federal Government, was not more than six hundred, with a total of seventy thousand students registered. There was more than seventy per cent illiteracy in the country. The official statistics for 1932 are:

Number of rural schools--	13, 719
Number of urban schools--	5, 733
Number of kindergartens--	405
Number of pupils --	1, 907, 650
Number of teachers --	39, 709

"This represents a total of nineteen thousand eight hundred fifty-seven primary schools. Eighty-six per cent of these schools were maintained by the Federal Government and some by the State governments.

"The same year's statistics show that in the secondary schools there were forty-five thousand, one hundred and ninety-four pupils. There has been a steady increase in the number of schools and the number of pupils registered. In 1938 there must be approximately twenty-three thousand schools and more than two million pupils.

"In 1910, eight million pesos were spent on education, seven per cent of the government's total income. In 1935, seventeen per cent was spent, in 1936, eighteen per cent and in 1938, twenty per cent. A government that

spends a fifth of its total income on education must be doing its share for the progress of its people." (4)

(4) Asistencia Social, Revolucion y Educacion en Mexico, Mexico, D. F., 31 de julio de 1938. P. 5.

CHAPTER III
EDUCATION DURING THE ADMINISTRATION
OF PRESIDENT CARDENAS 1934-1940

During the administration of Cardenas, education in Mexico received a great impulse.

In the newspaper Asistencia Social of July 31, 1938, Dr. Francisco Najera, Mexican ambassador to Washington, speaking of the revolution and its contribution to education in Mexico, gives the salient features of the aims of education under the administration of President Cardenas.

1. "Education of the Masses is a primary problem of the Federal Government."

Education of the masses in Mexico is a problem of vital importance; its solution should not be entrusted to private enterprise. Before coming to power the revolutionary government promised to eradicate illiteracy and it is now fulfilling that promise.

2. "Education is not an academic problem but a popular one."

Right now the main object is not higher learning but rather primary education. The millions who should learn to read and write worry us much more than having a few geniuses. Our problem is quantity not quality. However, we believe that by increasing the number of useful and enlightened individuals within our borders, we contribute to the improvement of the quality of our culture.

3. "Rural education should receive special consideration:

Mexico is essentially an agricultural country. The majority of our population lives in rural areas. If the rural population cannot go to school, the school must go to them. With that in mind, a system of cultural missions and brigades has been organized in order to minister to the Indians.

4. "Cultural education should be practical.

The first duty is to teach the people not only how to read and write but how to live. The brigades give primary education and practical instruction in minor industries, those industries which belong to the particular locality in which they are working. They also direct the work on the farms and in the work shops, preparing the peasant and the worker so that he may become self-sufficient.

5. "Education should develop a feeling of social solidarity.

We believe that an educated person is not an individual who can do things only for himself but one who can do a great deal for others. Against the conception of personal material advantage we propose the doctrine of economic independence and social service. The rural school is the centre of life; it provides education to the children during the day and to the adults during the evening. In the school the women learn how to make their own and their children's clothing. In the same school children are vaccinated and expectant mothers are given pre-natal advice. Attached

to the school are lands which are cultivated by the students, together with the country-folk. Some of the rural schools were built by the people of the community who dedicated their leisure hours and Sundays. These people often donated the land and the material for the construction of schools. The missions and brigades visit the homes, inspect the water supply, try to improve sanitary conditions and teach the farmer the proper use of fertilizer, the practice of crop rotation, organize home and school associations and choose the most suitable spot for outdoor theatres. The school truly belongs to the community and not the community to the school.

6. "The school should serve not only the civilian population but also the thousands of men who make up the military forces."

We believe that in a real democracy the military forces should not be separated from the civilian population. The masses fought in the revolution and the military forces now in existence were born from the victory of the masses. The army and the people of the country belong to one another. Formerly the military forces were at the command of a dictator who used them as he saw fit to gain advantage for himself. Thus, often the army was used against the people. Now we believe in instilling into the army a feeling of social consciousness so that each individual will regard himself as a member of the general population of the country.

7. "Education should develop scientific thinking to combat superstition and fanaticism.

We feel that education should be essentially scientific. We are against imperialism, racial prejudice and hypocrisy. We believe in democracy, science and social progress. We do not wish that selfish financial interests, the traditional enemies of freedom of the people, should take advantage of the blind impulses and low instincts of man. We think that our struggle is not finished but has merely begun. Perhaps we have made errors but until now we have not been separated from our original aims. The generation of to-morrow will continue the task; they will reap the benefits of former efforts and at the same time they will prepare the way for the next generation. Thus through popular education each generation will appreciate the men of the past and will mould the men of the future.

8. "The loyalty to the family should persist as an indestructible chain that links men inseparably through time and space."

These aims in education came as a natural result of the revolution that began in 1910. This revolution was to a great degree socialistic in nature.

"The education that the state will grant will be socialistic, and not only will exclude any religious doctrine, but also it will combat fanaticism and prejudice.

For this purpose the school will organize its teaching and activities in such a way that will permit the creation in the youth of a rational and exact concept of the universe and of social life." (1)

Many schools for children of the working classes were established. Some of these were schools with adjoining dormitories where the children received the best of care without any cost to the parents. The environment and training were completely socialistic.

The most important educational result of the revolution was the creation of schools for the workers and their children in urban areas and schools for peasants and agricultural workers and their children in rural areas. The rural school particularly received special attention. The government aimed to make it a useful and practical institution. Its purpose is to give to the peasant, child and adult, the capacity to be able to improve his condition of life through the rational exploitation of the soil and the industries connected with it. A second great purpose is to do away with illiteracy among the people of rural areas.

President Cardenas, in following the policy of the Revolution with regard to education, did his utmost to im-

(1) Mexico y la Cultura, Secretaria de Educacion Publica, Mexico, 1946, P. 61.

prove conditions in the rural elementary schools. One can judge by the increase in government grants for rural elementary education from 12, 980, 514 pesos in 1935 to 26, 864, 187 in 1938, that the government was indeed making a great effort in trying to improve conditions of primary education in rural areas.

It is noteworthy that during the administration of President Cardenas the total expenditure for education by the government increased greatly from year to year.

<u>Year</u>	<u>Expenditure for Education</u>
1935	37, 996, 762 pesos
1936	51, 480, 593 pesos
1937	67, 468, 976 pesos
1938	67, 915, 759 pesos (2)

Note: Exchange value of peso in 1938--\$1.00 = 4.85 pesos.

It is interesting at this point to compare these expenditures with the expenditures of a Canadian province, British Columbia for example, for the same period. The population of Mexico at this time was approximately nineteen million, while according to the 1941 census, British Columbia's population was eight hundred seventeen thousand eight hundred sixty-one.

(2) Asistencia Social, del 31 de diciembre de 1938, P. 12.

<u>Year</u>	<u>Expenditure for Education in British Columbia</u>
1935	\$ 8, 458, 156
1936	8, 775, 353
1937	9, 593, 562
1938	10, 193, 367 (3)

From this comparison we may conclude that, though Mexico is making a very great effort to forge ahead in education it is lagging considerably behind Canada. Nevertheless, the fact that Mexico has almost doubled its expenditure for education in four years, indicates that the Cardenas administration was determined to give increasing aid to education in order that the Mexican schools might serve an ever increasing school population, thereby combatting illiteracy and ignorance.

(3) Public Schools of the Province of British Columbia, Seventy-eighth Annual Report 1948-1949 King's Printer, Victoria, B. C., 1950, P. 11.

CHAPTER IV
PRESENT DAY EDUCATION
IN MEXICO

With the end of the Cardenas administration (1940) socialist education passed to a critical period. A new feeling of intense nationalism and patriotism gripped the country. Many members of the government thought that education should serve the purpose of intensifying this feeling. It was further felt that the educational system should be made more compact and coherent and there should be a liaison between the urban and rural educational set-ups.

The need for more schools was taken into consideration and the Ministry did considerable work in erecting new schools in all parts of the country.

There was a good deal of opposition, in 1941-1943, to the socialistic ideas of Cardenas. It was believed that not all classes of the people in Mexico were being treated alike, and that the laboring classes were being favored altogether too much. In a democratic land there should be no favoritism shown toward any group.

At that time in Mexico, Jaime Torres Bodet had a great deal of influence in education. He favored the policy of national unity, and stated that education should be granted not only to a certain class of people but also to all the children of the country. He demanded an education for peace, democracy and social justice.

The salient features of Bodet's policy were:

1. Education should be a constant doctrine to encourage peace among the people of the world.

2. Education should foster and stimulate ideas of democracy not only among the nations of the world, but also in the citizens of every country.

3. Education should prepare students for just, honest and peaceful living.

"The interests of individuals or collective groups, so long as they are noble, are never in conflict. The purpose of education, then, should be to make all men understand and respect each other, so that each nation may live its own life and so that in every nation each individual may be able to obtain the most complete development of his personality." (1)

Legislation in 1945 states, in regard to education:

"The State will grant education that will try to develop harmoniously all the faculties of the human being. At the same time it will stimulate in him a love of country as well as the consciousness of international solidarity in independence and justice." (2)

(1) Mexico y la Cultura, Secretaria de Educacion Publica, Mexico, 1946, P. 620.

(2) Ibid., P. 620

The same legislation approves free, non-religious and obligatory education. It continues the struggle against ignorance with its fanatical prejudices and advocates the complete development of the student.

Certain reforms in the modes of teaching have been inculcated. What is called in Mexico the "Doctrine of the Active School" has been encouraged. The chief features of this policy are:

1. The child cannot learn unless he is an active participant in the learning process. His participation manifests itself in observation, reflection and experimentation--that is, by an auto-education process.

2. Instruction should be in proportion to the child's ability to absorb, and adapted to the peculiar nature of each child, or at least to a group of children of similar mental abilities.

3. As well as intellectual training, a child's creative ability and mechanical aptitudes should receive appropriate attention.

4. All subject matter taught, as far as possible, should be integrated.

5. Since education is training for social living, each pupil should be made aware of the social aspects of

life in his educational environment. Learning should be socialized by collective and cooperative endeavors, by building up respect for the group and its wishes, and at the same time strengthening each member's individuality.(3)

A short time ago, the chief preoccupation of the Ministry of Education had been primary and secondary education. The present administration, though not in any way neglecting this field, is also concerned about the field of higher education. The government is giving aid and encouragement to the universities in all parts of the country, and to many scientific institutions and technical schools, such as the National Polytechnical Institute in Mexico City.

The organization of the present system of education in Mexico is based on the interests and necessities of the pupils. Both urban and rural environments have been taken into consideration and a uniformity of instruction has been the goal. (4)

Articles 7-9 of the Organic Law of Public Education state:

Article 7.

"The national educational system of Mexico is composed of the following schools:

(3) Ibid., P. 621.

(4) La Educacion Publica en Mexico, 19 de diciembre, 1936 a 30 de noviembre de 1940, Mexico, 1941, Tomo I, P. 36.

1. Schools, institutes, laboratories, and centres of scientific investigation dependent directly or indirectly on the State.

2. Private primary, secondary and normal schools, or any type of school which is dedicated especially to workers and peasants, and functions with legal authority from the government.

3. Private schools and institutions of all kinds whose studies are recognized by the Ministry of Education.

Article 8.

All the establishments named in the above article will be recognized by the Ministry of Education and will be regarded as accredited institutions.

Article 9.

"The national educational system is composed of the following types:

1. Pre-school education for children under six years of age.--Kindergarten.
2. Primary education.
3. Secondary and Prevocational education.
4. Normal education.
5. Vocational Preparatory education.
6. Higher technical education including university education.

7. Education that is granted in laboratories and institutes of scientific investigation.

8. Extra-curricular education." (5)

Pre-School Education--Kindergarten.

The first type of education for the child is the kindergarten. It is related to the education in the home and tends to be a substitute for it, creating a proper environment in order to direct the sensory education of the child.

The government of Mexico considers pre-school education of such importance that a "General Directory of Pre-School Education", was created as a branch of the Ministry of Education. The activities of the Directory have been extended over the whole Republic, thus making pre-school education a service of national character.

The educational plan of the kindergarten is to give training to the children of the fourth, fifth and sixth year of mental age. There the children are taught how to play, sing, dance, converse, construct, cultivate plants and take care of animals. As well as all this, regular periods of rest are included in the programme. (6)

Before the Revolution, kindergartens were exclusively for the wealthier classes and a privilege only of the

(5) Ley Organica de la Educacion Publica en Mexico, Ediciones de la Secretaria de Educacion Publica, Mexico, 1943, Capitulo III, P. 58-60.

(6) La Educacion Publica en Mexico, 19 de diciembre 1936 a 30 de noviembre 1940, Mexico, 1941.

large cities. Now the government has extended the benefits to the children of the workers and to those of the Indians and Metis. With this purpose in mind, many kindergartens have been established in small communities. (7)

In Mexico, very often it is necessary for the mother of the family to find employment in order to supplement the family income. What to do with the children of pre-school age becomes a grave problem--so grave indeed, that the government found it necessary to establish nursery schools for the children of such homes.

While the mothers are at work, the children are cared for in these kindergartens. They are brought to the school at eight o'clock in the morning and remain until six o'clock in the afternoon. They have all their meals here and are given every care that they require.

These institutions function not only in large cities, but also in factory towns and in Indian and Metis peasant communities. (8)

The general basis for pre-school education is laid down in the Organic Law of Public Education.

Article 48.

"Pre-school education will be granted to children under six years of age in Infant Homes, Nursery Schools,

(7) Ibid., P. 47.

(8) Ibid., P. 48.

Kindergartens and similar institutions regardless of name.

Article 49.

"Pre-school education takes into consideration the age of the child and will attend to his physical, moral, aesthetic, mental and social development.

Article 50.

"Pre-school care given to children under the age of three years will be primarily to nurture health, physical, mental and emotional development exclusively through recreation and proper hygienic practices.

Article 51.

"The principal teachings in kindergartens will include: play, songs, dances, physical and rhythmical exercises which are not too strenuous, light manual and artistic work, animal husbandry and cultivation of flower and vegetable gardens. Every endeavor should be made to see that these activities take place in as natural an environment as possible. The ability to converse should be developed. Stories, historical and symbolic narratives, should be told as simply as possible. The children should also be taken for excursions, both for purposes of recreation and instruction.

Article 52.

"The methods used in pre-school education must

erase from the children feelings of hate, cruelty, superstition, selfishness, or any other anti-social behavior. The schools encourage honesty, mutual esteem, respect and physical integrity. Habits of sociability should be developed by increasing the love for the family, respect and confidence in teachers and friendship for playmates.

Article 53.

"Cooperation of parents, relatives and guardians will be solicited so that coordination in the solutions of educational problems will exist.

Article 54.

"The government will extend pre-school education to all the pre-school population of the Republic and will encourage private institutions who wish to enter this field. This type of education is not compulsory and is not a prerequisite for primary school.

Article 55.

"Kindergarten teachers must have special training and possess certificates which can be obtained only by attendance at Normal School.

Article 56.

"For proper care of abandoned children and children of very poor families, the government will keep homes and nurseries which will take care of these children,

permanently or for the daylight hours. Their education will be conducted in an environment resembling as closely as possible that of the home." (9)

Due to the high mortality rate of pre-school children, and to the great amount of childhood illnesses in Mexico, the government builds schools with proper attention to health facilities and adequate playgrounds where the children may have access to plenty of fresh air and sunshine. In these schools children are inoculated against smallpox, typhoid fever, diphtheria etc.

In some of these schools breakfast is served to the pupils because malnutrition is quite common. This is especially true in schools of poor districts and in rural areas.

Since the Organic Law demands that teachers of Kindergartens should receive special training, the Directory of Pre-school Education has demanded that all Normal Schools of the Republic shall offer this training to students wishing to enter this field of education. As a result of this special training, it is no longer necessary to send teachers from Mexico City to the states as was the practice formerly. The states are now able to satisfy their own needs from the graduates of their

(9) Ley Organica de la Educacion Publica, Ediciones de la Secretaria de Educacion Publica, Mexico, 1942, P. 75-76.

own state Normal Schools.

The Directory has organized a radio program by means of which teaching methods and work plans of various kindergartens are broadcast from 9 p.m. to 9:10 p.m. every evening Monday through Friday. Clear explanations of methods used are given. These programs are of very great assistance to teachers in outlying areas.

A magazine called El Maestro (The Teacher) is published every month outlining work plans and suggestions that can be followed. This magazine is published by the Directory of Pre-school Education under the Director, in conjunction with Inspectors, Principals and Kindergarten teachers of the Federal District.

The following table shows the number of Kindergartens, teachers and pupils in the Federal District and in the states in 1948.

<u>In the Federal District</u>	<u>Schools</u>	<u>Teachers</u>	<u>Pupils</u>
1. Federal Kindergartens including Normal Practice Schools	107	415	18, 344
2. Private Kindergartens with legal authority from the government	59	175	4, 615

Population of Federal District--2,107,362.

<u>In the States</u>	<u>Schools</u>	<u>Teachers</u>	<u>Pupils</u>
1. Federal Kindergartens including Normal Practice Schools	353	755	31, 126
2. Private Schools with legal authority from the government	41	93	3, 218
3. Kindergartens maintained by the state governments	<u>217</u>	<u>873</u>	<u>26, 740</u>
Total	777	2, 311	84, 043 (10)

Population of Republic of Mexico--24, 602, 313.

(10) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico, 1948, P. 176.

PRIMARY EDUCATION

The Ministry of Education has endeavored to adapt primary schools as much as possible to the environment of the pupils. The aim of the primary school is to realize the highest form of social welfare and to fulfil the government promise of liquidating illiteracy in the Republic. (11)

Articles 57 to 71 of the Organic Law of Public Education give the basis of primary education in the Republic of Mexico.

Article 57.

"The object of primary education is the complete development of the pupils within the limit of their capabilities, mainly in the physical, intellectual, ethical, aesthetic, civic and social aspects of life, and the preparation for beneficial work collectively.

Article 58.

"Public education tends to prepare pupils for:

1. Satisfaction of their wants.
2. Management of the simple instruments of work and employment of the elementary forms of culture.
3. Entrance to secondary schools.

(11) La Educacion Publica en Mexico, 19 de diciembre 1936 a 30 de noviembre 1940, Mexico, 1941, Tomo I, P. 36-37.

Article 59.

"Primary education will be granted to all children in the country from six to fourteen years of age, with the exception of those who are mentally retarded and ill. To these will be granted, the same as to illiterate adults, special training with the same objects as primary education.

Article 60.

"Primary education will be divided into six grades which will be progressively connected into a planned and systematic form, and grouped into three cycles of two grades each. These will be covered normally in a period of six years and only in special cases will the time be extended.

Article 61.

"Basically, primary education will be uniform throughout the country. For this reason the Ministry of Public Education will formulate the plans of study, programs, and methods of teaching which will be used for private schools which are functioning with legal authority. It is understood that the program of education that will be established must contain a certain amount of elasticity that will permit primary schools to adjust themselves to the needs and characteristics of the physical, econom-

ical and social environment in which the school will be located.

Article 62.

"Primary schools will be separate for boys and girls, except in localities where lack of finances, lack of school buildings, overcrowded conditions and shortage of teachers will necessitate that both sexes be taught together.

"Education for boys and for girls will be under the same plans, programs and methods, with the school activities adjusted to each sex.

Article 63.

"Primary schools will be classified as urban, semi-urban, and rural depending upon their location. The products of the different schools depend upon the environment, but basically instruction will be uniform for all.

Article 64.

"Primary education is compulsory for all inhabitants of the Republic under fifteen years of age. This law is accomplished by completion of State primary school or private primary schools which have legal authority.

Article 65.

"Parents and guardians are obligated to send

their children under fifteen years of age to state primary schools or to private schools which have legal authority. If parents or guardians fail to obey this law they are punishable by law and subject to a fine of, from one to five hundred pesos.

Article 66.

"Cooperation of parents, relatives and guardians will be solicited so that coordination in the solution of educational problems will exist.

Article 67.

"Owners of any business or industry who employ labor and are located more than three kilometers from a village must establish and maintain primary schools for the benefit of the community in which they are located, if the number of children of school age exceeds twenty.

Article 68.

"Schools which fall under the classification of Article 67 will be subject to the plans, programs and methods of teaching that are formulated by the State for primary schools, and will be under the control of the Ministry of Public Education.

Article 69.

"The personnel of primary schools will be, as a minimum, one teacher per group of twenty to fifty students. The Ministry of Public Education will ap-

point a teacher as principal of the school. If a school has more than ten teachers the principal will devote all his time to administration.

Article 70.

"The obligation imposed upon the owners of business or industry referred to in Article 67 are as follows:

1. They must supply proper buildings which are spacious and hygienic.
2. They must supply furniture and necessary equipment.
3. As often as needed, they must supply the school and students with all necessary school supplies and text-books.
4. They must establish libraries in the schools for the use of their employees and the students of the school.
5. They must supply money for remuneration of the school personnel. The ministry of education will appoint teachers and other employees for the school.

Article 71.

"Salaries of teachers and employees of schools referred to in Article 67 will not be lower than those paid by the State for similar positions, and will be paid by the owners of the industries and businesses referred to

in that article." (12)

Aims of Primary Education.

1. To cultivate observation and reflection in the child by following the biological and psychological laws of learning; to make the child realize the truth and acquire knowledge by the use of his faculties to obtain complete development.

2. To procure knowledge which will correspond to the age, necessities and psychological needs of the pupils.

3. To form a type of school which will satisfy the necessities and the biological, economical and social characteristics of the Mexican child.

4. To extend the benefits of primary education to those children who still have not received it due to financial insufficiency and other reasons.

5. To give to adults a technical and pedagogical direction in accordance with the interests, necessities and ideals of the workers. (13)

Types of Primary Schools.

1. Rural Schools.

Most of the rural schools are located in areas

(12) Ley Organica de la Educacion Publica, Ediciones de la Secretaria de Educacion Publica, Mexico, 1942.

(13) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico, 1948, P. 81.

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inhabited by Indians and Metis. Generally, these schools have only four grades. A project is under way to include fifth and sixth grades. A number of schools are already teaching these grades, but owing to financial difficulties, a great many schools have not yet been able to include them.

2. Urban and Semi-urban Schools.

These schools are located in cities or such towns where the occupation of the people is not mainly agricultural. (14)

3. Frontier Primary Schools.

In towns on the border of Mexico and the United States, there is a grave danger that the Mexican children will attend the better equipped schools on the American side, thus being influenced by a foreign culture. To nullify this danger, very well equipped schools have been built in border localities in order that the pupils will remain under Mexican influence and culture. There are both urban and rural schools in this group. (15)

4. Night Schools for Adults.

In conjunction with the plan to eliminate illiteracy among the people of Mexico, wherever adults wish to attend school, schools and teachers are made available to

(14) La Educacion Publica en Mexico, 16 de noviembre 1936 a 31 de diciembre 1940, Mexico, 1941, Tomo I, P. 49.

(15) Ibid., P. 49-50.

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible but not readable.]

them. These schools are open for two hours every evening, Monday through Friday, and are located chiefly in industrial and agricultural areas. In Mexico City there are special teachers for night schools. In rural and semi-urban schools, the teachers are the same that teach in the regular day school. (16)

5. Indian Schools.

At the present time in Mexico those Indians who reside in accessible areas have been absorbed into the life of the country. The children attend the regular schools of the area, which are not exclusively Indian schools but are attended by white and Metis children as well. For the Indians who live in very isolated areas and have remained separate from the life of the Republic, the government has established primary schools for the benefit of the youth. There are thirty such schools serving seventeen Indian tribes. In 1938 a Department of Indian Affairs within the Ministry of Education was created. (17)

6. Agricultural Schools.

In 1938, forty-five agricultural primary schools were founded. These schools have two main objects:

(16) Ibid., P. 50.

(17) Ibid., P. 52.

1. To prepare, in a practical way, the children of the peasants for agricultural work.

2. To prepare children who wish to follow studies in higher agricultural institutions. (18)

The following table shows the number of schools, number of teachers, and the enrolment for the school year, 1947-1948.

(a) <u>In Mexico City</u>	<u>Number of Schools</u>	<u>Number of Teachers</u>	<u>Number of Pupils</u>
1. Federal schools	633	7,444	329,187
2. Private schools with legal authority	<u>183</u>	<u>1,458</u>	<u>49,398</u>
Total	816	8,902	378,585
(b) <u>In the States</u>			
1. Federal schools	15,124	28,908	1,385,543
2. Schools referred to in Article 67 Ley Organica	464	1,309	54,461
3. Private schools with legal authority	615	3,700	135,050
4. Schools maintained by State government	<u>6,225</u>	<u>20,912</u>	<u>911,069</u>
Total	22,428	54,829	2,486,123
Total for all of Mexico	23,244	63,731	2,864,708 (19)

(18) Ibid., P. 52.

(19) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico, 1948, P. 176.

In British Columbia in 1948 there were in operation 816 elementary schools with 3,157 teachers and 99,356 pupils. These statistics do not include private schools. (20).

In comparing the statistics of the two areas we find that the total attendance in British Columbia elementary schools is approximately ten percent of the total population while in Mexico the attendance in primary schools is ^{about eleven} ~~almost fifteen~~ percent of the total population. The fact that the average Mexican family is much larger than the average Canadian family, should be taken into consideration.

It is also interesting to note that in Canadian rural schools, elementary pupils receive eight years of training while in most Mexican rural schools at the moment only four years of instruction is given. This results in a far higher standard of education in Canadian schools.

Due to the tremendous amount of illiteracy in Mexico, the government found it necessary to establish primary schools for adults. There are quite a large number of these in both urban and rural areas. Since ninety-seven percent of Canadian adults are literate there is no

(20) Public Schools of the Province of British Columbia, Seventy-Eighth Annual Report 1948-1949, King's Printer, Victoria, B. C., 1950. P. 19-20.

great concern on the part of the provincial Departments of Education to create elementary schools for adults. Some schools for adults are to be found but these are generally of higher than elementary school level.

All in all, it is noticeable that Mexico at the moment is far more concerned with primary than it is with secondary or higher education. The aim of the government is to achieve a point where the whole population will have reached at least primary level of education. In Canada, it can be truly said, this level has been reached many years ago.

SECONDARY SCHOOLS.

Secondary schools in Mexico are considered as prevocational institutions with the object of augmenting the cultural experiences and clarifying the vocational tendencies of adolescents. The schools are equipped with work shops, laboratories, and in rural areas, with land for cultivation. The secondary school aims to instruct students in order to prepare them for life according to their natural aptitudes.

The preparation of teachers for secondary schools received little attention in the nineteenth century. The greater interest was placed in the preparation of teachers for primary schools. The real inclination of higher education in Mexico at that time was toward the traditional studies of law, philosophy, and medicine. Even at present the institutions of higher learning in Mexico and most countries in Latin America are organized on the pattern of the old traditional faculties leaving very little opportunity for major or minor interdepartmental courses. (21)

Until very recently the Mexican secondary school was almost exclusively a preparatory college for university.

(21) Educacion Nacional, Revista Mensual, Secretaria de Educacion Publica, February 1944, Mexico, P. 57.

The following information is intended to provide a general overview of the various aspects of the project. It is not intended to be a comprehensive guide, but rather a starting point for further investigation. The information is organized into several sections, each covering a different aspect of the project. The first section, "Introduction," provides an overview of the project and its objectives. The second section, "Methodology," describes the methods used to collect and analyze data. The third section, "Results," presents the findings of the study. The fourth section, "Discussion," discusses the implications of the findings and offers suggestions for future research. The fifth section, "Conclusion," summarizes the main points of the study and provides a final thought on the project. The sixth section, "References," lists the sources used in the study. The seventh section, "Appendix," contains additional information related to the project. The eighth section, "Index," provides a list of key terms and their locations in the document. The ninth section, "Glossary," defines the terms used in the document. The tenth section, "Bibliography," lists the sources used in the study. The eleventh section, "Index," provides a list of key terms and their locations in the document. The twelfth section, "Glossary," defines the terms used in the document. The thirteenth section, "Bibliography," lists the sources used in the study. The fourteenth section, "Index," provides a list of key terms and their locations in the document. The fifteenth section, "Glossary," defines the terms used in the document. The sixteenth section, "Bibliography," lists the sources used in the study. The seventeenth section, "Index," provides a list of key terms and their locations in the document. The eighteenth section, "Glossary," defines the terms used in the document. The nineteenth section, "Bibliography," lists the sources used in the study. 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It was classical in nature, an institution attended only by a very reduced and select group of students. Higher education followed the old humanistic model and guided the students toward the professions of traditional prestige. The Jesuits stimulated interest in realistic studies such as mathematics and natural history. Although this influence has been maintained in secondary schools, the great expansion of technical and scientific studies which occurred in other countries did not take place in Mexico. A great effort had been made to develop laboratory techniques, agricultural studies and professional studies in the last half of the nineteenth and the beginning of the twentieth centuries. (22)

The last twenty-five years have witnessed an awakening of secondary education in regard to the inclusion into the plans of study, of those subjects that will serve to prepare the individual for participation in a modern technical environment. Laboratory science was introduced with success. Other professions, as well as law and medicine, have been given emphasis. There is today a definite tendency to balance the humanistic with the realistic studies. (23)

(22) Ibid., P. 59-60.

(23) Ibid., P. 60.

The periodical Asistencia Social, November 20, 1938 gives a brief history of the secondary school:

"In 1926 the Ministry of Public Education introduced a new school system for adolescents. This system had a definite and characteristic purpose. Four schools, two in the stage of transition from the former system and two new ones were the first government establishments of secondary instruction. They opened with 3,860 pupils and a budget of 700,000 pesos.

"During the next thirteen years the number of schools increased to seventy-two and the number of pupils to 17,365. The demand for these schools is so great that it is necessary to increase the number of schools at once.

"The very great interest in secondary education taken by the Revolutionary government is exemplified by the fact that the budget was increased from 700,000 pesos to 2,557,300 pesos."

Secondary schools are equipped with laboratories of biological science, chemistry and physics. In each school exist no fewer than three work shops of the following grades: sewing, cooking, carpentry, plumbing, electricity, printing, bookbinding, leather crafts, tin-smithing, photography, constructive and commercial art.

In all the schools there are museums, libraries and playgrounds. There are many student activities, student clubs and committees for social activities.

The very great interest in education taken by the government of Mexico is apparent from its zealous efforts to equip the schools as well as it can in order to facilitate the carrying out of the aims of secondary and prevocational schools.

In this respect the writer believes that Mexico has surpassed Canadian efforts. By far the best equipped secondary schools in Canada are those in the cities. This is natural since the cities are far more financially able to get the best equipment than are rural areas. Furthermore, it is only in technical schools in Canada where one finds work shops in which a variety of trades can be taught to students. In many cases schools in rural areas are most inadequately equipped and teachers and students struggle along as best they can with what little equipment they have. In Mexico, the Federal government finances more than eighty-five percent of the costs of education. It is very anxious to give all areas an equal opportunity in education and no difference is shown between rural and urban schools in regard to equipment and facilities.

All secondary schools in Mexico are co-educational. This step was taken despite the great opposition of

the general public. At the present however this move is approved very strongly by all.

Physical education has been given a very prominent position on the program. Athletic activities of all kinds are organized and encouraged. Inter-school athletic competitions are popular and strongly supported by the Ministry of Education. Large sums of money have been spent on the acquisition of facilities and equipment for physical education and school athletics.

Each school has what is known as a School Council composed of representatives of teachers and students. This group studies and solves the problems in regard to discipline and improvements.

Teachers in secondary schools must be specialists in some certain subject matter or technical field or graduates of a Superior Normal School. This type of Normal School has been functioning since 1936 and gives to teachers, who had been teaching in secondary schools prior to that date, an opportunity to improve their qualifications, and thereby become eligible for secondary school certificates.

Most of the teachers in secondary schools, colleges and universities are not employed on a full time basis, but merely give instruction for an hour or two each day. Full time employment of teachers for these institu-

tions has been slowly introduced with partial success. Only a small fraction of the personnel is employed on a full time basis. (24)

At the present the activities in secondary schools are so organized as to give great benefit to the school community and to society in general. Thus in each subject taught there is an attempt to realize in the student the following fundamental aims:

1. Development and conservation of good health.
2. Preparation for a better life through culture.
3. Exploration and cultivation of individual aptitudes.
4. Inculcation of the concept of citizenship so that the student may become a dignified element of a democratic society.
5. Appreciation and knowledge of the adequate use of leisure time.
6. Preparation to become a useful member of the home.
7. Formation and cultivation of character.
8. Conscious preparation for the social struggle that attempts to reach a better distribution of wealth and the means of production.

"The Mexican Secondary School considers the acquisition of knowledge and information in general, necessary only as a means, among others, to obtain the formation of habits of social solidarity for the future exercise of citizenship in a democratic country of advanced tendencies where the proletariat class must be elevated from the depths of poverty, both economically and culturally." (25)

Types of Secondary Schools.

1. Schools controlled by the Federal government.
2. Schools controlled by cooperation of Federal and State governments.
3. Private schools having legal authority.
4. Night Schools for workers.
5. Boarding Schools for boys and girls.
6. Special Schools.
 - (a) Secondary School by cooperation for Regularization.
 - (b) Commercial Schools.
 - (c) Technical Schools. (26)

The day schools in Mexico generally are open from 8 a.m. to 2:30 p.m. six days a week. In the secondary

- (25) Educacion Nacional, Revista Mensual, Secretaria de la Educacion Publica, Abril 1944, Mexico, P. 207.
- (26) La Educacion Publica en Mexico, Capitulo IX, Tomo I, Mexico 1941, P. 145.

schools at the beginning of each term, after registration, the children take tests in Mathematics and Spanish. The purpose of these tests is to classify the students and group them into homogeneous units based upon mental ability. Students who are taking their final year are given a Terman test to measure their intelligence.

In each secondary school there is a Council of Vocational Orientation. This council is in charge of advising students as to their abilities, aptitudes, inclinations and interests in regard to vocational training. The Council of Vocational Orientation is composed of:

- (a) A teacher of Vocational Guidance.
- (b) A medical doctor.
- (c) A social worker.
- (d) Five students as auxiliaries.

The students who fail in subjects have created a great problem in the secondary schools. It was found necessary to establish courses of regularization (Cursos de regularizacion) whereby those students who have failed courses can catch up without loss of a year by repeating the subject. With this purpose in mind, special schools were established which students who fail in subjects may attend in order to get extra help. These schools are financed by the cooperation of the Ministry of Public Education and the parents of the students.

The Ministry appoints and pays the teachers of these schools and provides the school buildings and equipment.

The parents' contribution is, the paying for each subject that the student takes, as follows:

For a subject of two hours per week instruction, five pesos per month.

For a subject of three hours per week instruction, six pesos per month.

For a subject of four hours per week instruction, seven pesos per month.

For a subject of five hours per week instruction, eight pesos per month.

Each class in these schools may not have more than forty students.

There are two periods of lectures:

1. From 4:00 to 6:30 p.m. daily for a period of five months. Tests are given every month. If the student makes a pass mark he receives credit for the subject.

2. The second period of lectures is during the school holiday period of two months. Here the student is given a thorough review of the year's work in a subject in order to prepare for the supplemental examination.

Any student who does not have 85% attendance is not eligible to write examinations.

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Commercial Schools.

The commercial schools offer a great variety of courses calculated to qualify the student for a career in the world of commerce. These courses include: typewriting, filing, shorthand, bookkeeping, journalism, commercial calligraphy, business administration, shorthand in English, translation and interpretation in English.

Technical Schools.

1. Schools for Dressmaking--In these schools dress designing and dressmaking are taught.

2. Schools of Home Economics--The courses offered in these schools include: dietetics, food preserving and home economics.

3. Schools of Book Arts--Here students are trained in the following trades: book-seller, press foreman, book-binder, proofreader and engraver.

There are nine Commercial and Technical schools in Mexico City with 6,923 students. In the rest of the Republic there are twenty-one such schools accomodating 4,862 students. (27)

Night Schools for Adults.

The purpose of these schools is to give adults an

(27) Memoria de la Secretaria de la Educacion Publica 1947-1948, Mexico, 1948, P. 120.

opportunity to increase their educational standing. The course of studies is similar to that of the regular secondary school modified to the abilities and interests of adults. There are sixteen such schools in Mexico City and another in Queretaro City. Altogether there are 5,974 adults attending these schools. (28)

This system of night schools is very similar to the one in existence in British Columbia. Section 142 of the Manual of the School Law for British Columbia states:

"The Board of School Trustees of any school district may establish and maintain night schools having one or more class-rooms, for persons of fifteen years of age or upwards, who desire to obtain instruction in the ordinary courses of study prescribed for the public schools or in manual training or home economics, or in agricultural, commercial, technical or vocational subjects; but no class at which the average attendance of persons is less than ten shall be maintained." (29)

Organization of the School Year by Semesters.

Until 1947 in Mexico, the school year was organized on a basis of three semesters with a certain section of work covered in each. Examinations were given at the end

(28) Ibid., P. 139.

(29) Province of British Columbia, Manual of the School Law and School Regulations, King's Printer, Victoria, B. C., 1946, P. 103.

of each semester. At the end of the third semester final examinations were given and the average of the three marks taken as a basis for the promotion of the student. Since 1947 the school year has been divided into two semesters in order to economize on time spent in writing examinations. It was felt also that with three semesters there was not enough time to complete a certain block of the studies in great enough detail.

Courses offered in Secondary Schools.

Academic Courses.

First Year.

First course in Mathematics.

First course in Geography.

First course in Mexican History.

First course in Universal History.

First course in Spanish (Language and Literature).

First course in English or French.

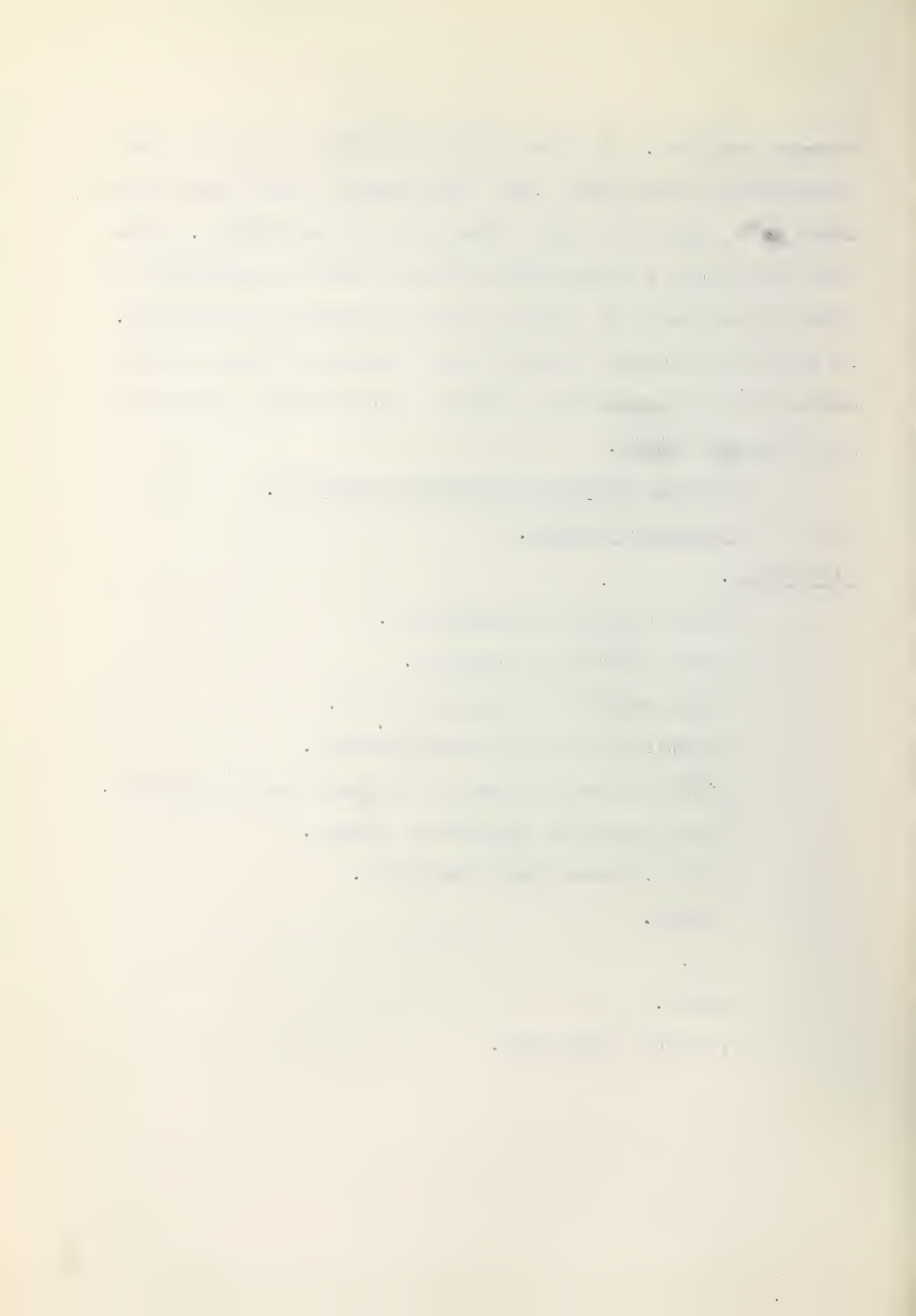
Botany, theory and laboratory.

Civics.

Art.

Music.

Physical Education.



Second Year.

Second course in Mathematics.

Second course in Geography.

Second course in Mexican History.

Second course in Universal History.

Second course in Spanish (Language and Literature).

Second course in English or French.

Zoology, theory and laboratory.

Physics.

Second course in Civics.

Draughting.

Music.

Physical Education.

Third Year.

Third course in Mathematics.

Third course in Geography.

Third course in Mexican History.

Third course in Universal History.

Third course in Spanish (Language and Literature).

Third course in English or French.

Physics.

Chemistry.

Anatomy, Physiology and Hygiene.

Music.

Work Shop Course.

Moulding and foundry.

Electricity.

Carpentry.

Blacksmithing.

Auto Mechanics.

Tinsmithing and Plumbing.

Photography.

Book-binding.

Leather-craft.

Printing.

Commercial and Constructive Art.

Clay Modelling.

Home Economics.

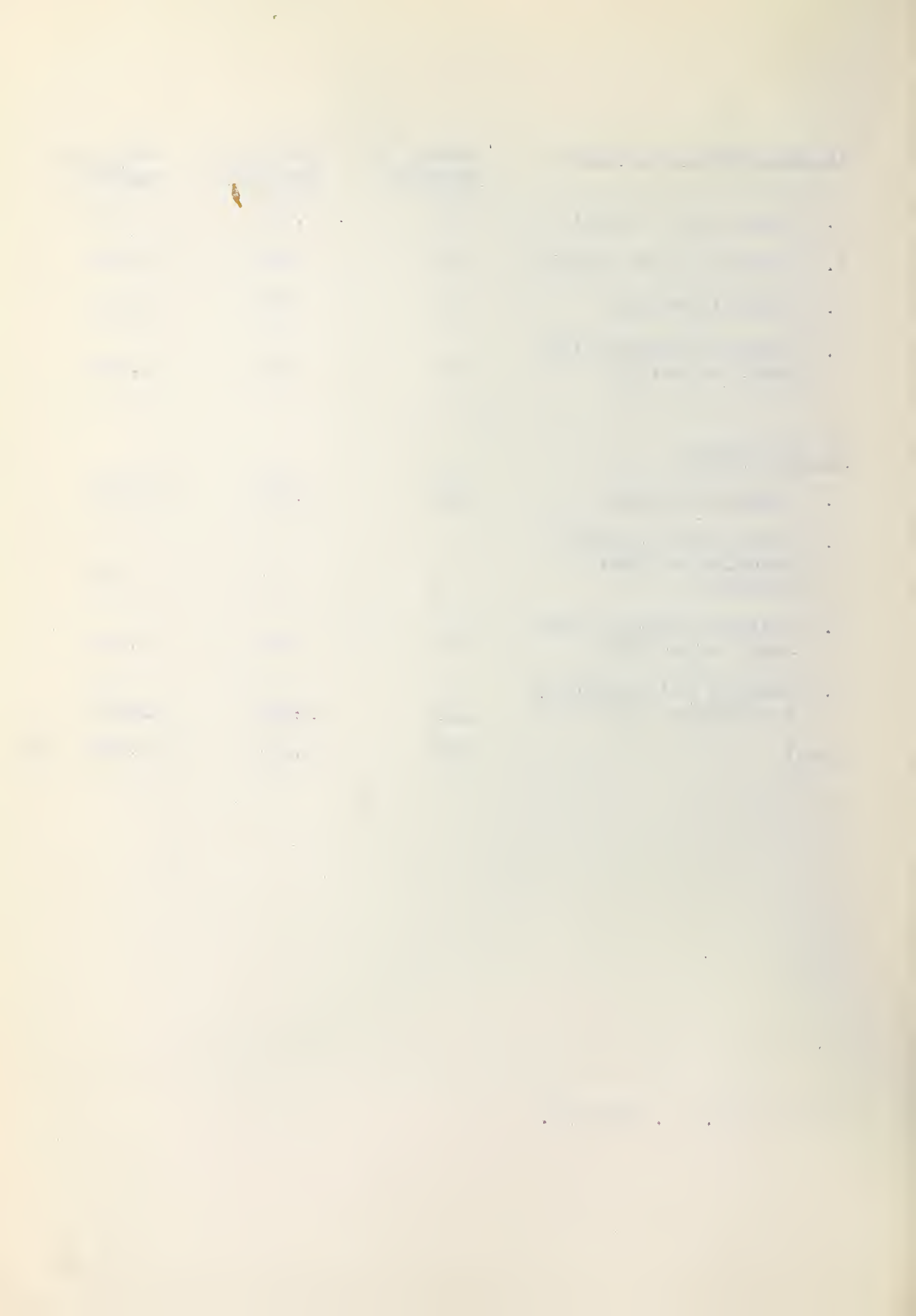
The academic courses are all compulsory. Each boy must take one of the shop courses and each girl Home Economics in every year of the secondary schools. (30)

The following table shows the number of schools, number of teachers and the number of students in secondary schools for the school year 1947-1948.

(30) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico, 1948, P. 139-140.

<u>In the Federal District</u>	<u>Number of Schools</u>	<u>Number of Teachers</u>	<u>Number of Pupils</u>
1. Federal Day Schools	22	1,145	11,073
2. Federal Night Schools	15	452	5,492
3. Special Schools	17	848	7,013
4. Private Schools with legal authority	54	981	6,359
 <u>In the States</u>			
1. Federal Schools	101	1,388	10,399
2. Government Boarding Schools for poor children	6	77	924
3. Private Schools with legal authority	74	608	5,202
4. Schools maintained by the States	<u>88</u>	<u>2,315</u>	<u>13,527</u>
Total	377	7,936	59,989 (31)

(31) Ibid., P. 176-177.



VOCATIONAL PREPARATORY EDUCATION.

At present, Mexico is putting forth a great effort to organize and construct vocational schools.

The vocational preparatory school serves as a link between secondary education and the training a student receives in the professional school.

This intermediate position implies that the vocational preparatory school must fulfill the following double purpose:

1. It reinforces the knowledge gained during the years of secondary training.

2. It prepares the student for professional studies in any career that he may choose. (32)

In actuality preparatory education in Mexico corresponds to the Canadian Junior Matriculation course in the High School. Both the Preparatoria and the High School (Junior Matriculation) are university entrance institutions. In Mexico the course is a two year one and is much more limited in subject matter than is the Junior Matriculation course of Canadian Schools. In the Province of Alberta, Senior Matriculation must be obtained for university entrance and can be achieved in three years; in British Columbia Junior Matriculation students must attend High

(32) Instituto Politecnico Nacional, Anuario 1939, Secretaria de Educacion Publica, Departamento de Ensenanza Tecnica, Mexico, 1939.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

Furthermore, it is noted that the records should be kept in a secure and accessible format. Regular backups are recommended to prevent data loss in the event of a system failure or disaster. The document also mentions the need for periodic audits to ensure the integrity and accuracy of the information stored.

In addition, the text highlights the role of technology in streamlining record-keeping processes. Modern accounting software can automate many tasks, reducing the risk of human error and saving valuable time. However, it is stressed that users must be properly trained and that the software is regularly updated to address any security vulnerabilities.

Overall, the document serves as a comprehensive guide for anyone responsible for financial record-keeping. It provides clear instructions and best practices to ensure that all records are accurate, complete, and secure.

School for four years (this includes grade nine). In the Canadian schools there is quite a variety of subjects from which a student may choose.

In the Mexican Preparatoria the student has the option of registering in one of three departments, depending upon what faculty he intends to enter at the universities. These three departments are: Department of Biological Science, Department of Mathematical Science and the Department of Social Science. Each student registering in a department must take all the courses that the department offers; there are no options. All the students, regardless of the department in which they register must take the following courses: Spanish (Literature and Language), Health and Physical Education, History of Mexico and a foreign language.

The Organic Law of Public Education gives the basis of Vocational Preparatory education as follows:

Article 87.

"The plans, programs of studies and methods of teaching for vocational schools or institutes, are subject to the following general bases:

1. The studies will be connected in a systematic and gradual form, with secondary education as antecedent, and professional or technical studies as subsequent.

2. The studies will intensify the general culture of the students.

3. The Vocational Preparatory school will provide to the student specialized preparation toward higher studies in technical or professional schools.

4. The Vocational Preparatory school will tend to make the students capable for immediate qualified work.

Article 88.

"Vocational Preparatory education will take as a minimum two years." (33)

In 1948 there were in the Republic of Mexico seventeen Vocational Preparatory Schools with 1,873 teachers and 8,074 students. (34)

In Mexico City the National Preparatoria is not a government controlled institution but is affiliated with the Autonomous National University of Mexico. Here the student must pay a tuition fee of 35 pesos per year. In 1948, there were 5,463 students registered in this school with 1,183 teachers on the staff.

(33) Ley Organica de la Educacion Publica, Ediciones de la Secretaria de Educacion Publica, Mexico, 1942, P. 90.

(34) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico, 1948, P. 176.

The following information is for your information only. It is not intended to be used as a substitute for professional advice. The information is provided for your information only and is not intended to be used as a substitute for professional advice. The information is provided for your information only and is not intended to be used as a substitute for professional advice.

For more information, please contact your local office. The information is provided for your information only and is not intended to be used as a substitute for professional advice.

NORMAL SCHOOL EDUCATION.

There are five types of Normal Schools in Mexico.

1. Rural Normal Schools.
2. Urban Normal Schools.
3. Normal Schools for Specialization.
4. Normal Schools for Kindergarten teachers.
5. Superior Normal Schools.

The purpose of all the above types of Normal School is to train teachers in order to satisfy the educational needs of the country.

Rural Normal Schools.

The object of these schools is to train teachers for rural primary schools. The minimum requirement for admission is graduation from primary school. These Normal Schools are located in rural areas and preference is given to students from these areas. The course has been extended from four to six years. Each rural Normal School adapts itself to its locality. Attached to the school are fields for cultivation, farms for raising animals, and work shops for giving instruction in agricultural and industrial practices. (35)

Mr. Jaime Torres Bodet at the inauguration of the Congress of National Education in April, 1944, said of

(35) La Cultura en Mexico, Boletin de la Comision Mexicana de Cooperation Intellectual, diciembre 1942, P. 40.

the rural teacher,

"The teacher who graduates from these schools should find himself equipped to take to agricultural communities in which he will serve, more than purely verbal truths--abstract, sterile, and inaccessible--but a summary of a fertile civilization and a sincere stimulation of life."

Mr. Bodet says further,

"The teacher should have a good knowledge of hygiene and dietetics in order to assist the conservation of health and physical vigour of the individuals coming within his sphere of influence. He should also have exact knowledge of agricultural practices and of the small industries that are located in the area where he is employed. The teacher should have legal, historical and civic knowledge, so that he may be able to advise the community in regard to the problems of the State and the Republic.

"On the rural teacher also greatly depends the creation of the future citizens of Mexico, therefore a faulty and incomplete preparation of the rural teacher will have a detrimental effect upon the country.

"We earnestly desire a crusade that will be carried out by men capable of awakening optimism, energy and moral health. Now how can we expect such a crusade to take place when we prefer, to the effectiveness of the school,

the multiplication of statistics? If we are satisfied with saying that we have thousands of teachers, and omit the necessary sacrifices so that these teachers may be truly worthy, trained in well-directed, well-equipped establishments where each can see and appreciate the product of his labor, and thus discover by himself the many obstacles that can be overcome with the help of adequate work and perseverance." (36)

Urban Normal Schools.

The Organic Law of Public Education gives us the following information about Urban Normal Schools:

Article 81--Section II.

"The object of Urban Normal Schools is to prepare teachers for urban primary schools. The Urban Normal School will have the following characteristics:

(a) The studies will be covered in six years which are grouped in three cycles of two years each.

(b) The minimum scholastic requirements for Urban Normal School entrance is graduation from primary schools.

(c) Secondary school students will be admitted to Urban Normal Schools. Credits for courses taken in Secondary School will be granted.

(d) In its practical training, Normal education is concerned with small industries peculiar to urban and semi-urban communities where the students will be employed.

(e) Urban Normal Schools will be equipped with laboratories and work shops necessary to carry out these objects." (37)

Normal Schools for Specialization.

Training in these schools is given to those who already have Primary School teaching certificates and who wish to specialize in the following fields:

1. Teacher of Primary School for adults.
2. Teacher of Physical Education.
3. Teacher of Manual Training.
4. Teacher of Social Adjustment.
5. Teacher of the mentally retarded.
6. Teacher of the blind, deaf and other physical abnormalities.
7. Teachers of delinquent children.

The course is of two years duration. (38)

There are many children that require special education. They constitute a part of the great problem of childhood. To solve this problem, persons fitted for this

(37) Ley Organica de la Educacion Publica, Ediciones de la Secretaria de Educacion Publica, Mexico 1944, P. 85-86.

(38) La Cultura en Mexico, Boletin de la Comision Mexicana de Cooperacion, diciembre 1942, Mexico, P. 41.

work are necessary. The teacher alone is not sufficient to solve these problems, but the aid of the medical doctor and the social worker is required. For this reason the training of specialized teachers, doctors, and social workers is of very great importance.

Normal Schools for Teachers of Kindergartens.

These schools are for women only. These women who have completed the first three years of any Normal School for primary teaching or who have graduated from Secondary School may register in the Normal School for teachers of Kindergarten. The minimum time of training is three years. When a student has graduated from this institution, she is qualified to teach in kindergartens, nursery schools, and infant homes. (39)

Superior Normal Schools.

Superior Normal Schools give further training to teachers who have had not less than four years' teaching experience in primary or specialized schools, and to graduates of preparatory schools or Universities who have majored in some field of education and have not less than four years teaching experience. (40)

The aims of Superior Normal Education are:

(39) Ibid., P. 41.

(40) Ibid., P. 41.

1. To elevate and perfect the general pedagogical culture of teachers.

2. To qualify teachers in the higher functions of the teaching profession such as: inspectors, principals, secondary school teachers, teachers of industrial education, teachers of Normal Schools and Preparatory teachers.

The minimum time of training is four years and after this period the teacher may take post graduate studies at the University toward a degree of Master of Education and Doctor of Philosophy. (41)

The Normal School in Mexico City is a unique institution that houses all the types of Normal Schools listed on a previous page with the exception of the Rural Normal School. Several very modern buildings with the best possible equipment and facilities were constructed a few years ago at the cost of 15,000,000 pesos. The school has two departments, one for men headed by a male principal and one for women with a woman at the head. Both departments are united by the higher authority of the General Director of Normal Instruction, who is the supreme head of the institution.

(41) Ibid., P. 41.

The two above departments are housed in separate buildings, but use the library, laboratories, the auditorium and the open air theatre in common.

The school is composed of the following units:

1. The General Directory of Normal Education and its offices.
3. Department for women.
3. Department for men.
4. Two primary Normal Practice Schools, one for each department.
5. Two evening adult primary Normal Practice Schools, one for each department.
6. The Federal Institute for post-graduate studies for teachers. There are two branches of this institute, one resident branch and the other, a correspondence branch.
7. Normal School for teachers of Kindergarten.
8. Kindergarten practice school.
9. The Normal School for Specialization.

Training of teachers for Physical Education and for Kindergarten teaching is carried on in different buildings from the rest of the courses of specialization.

There is a very large dining room maintained by cooperation of the students and the Ministry of Education.

In 1948 there were 1,069 men and 1,668 women, a total of 2,737 students registered in this school.

In all of Mexico there are twenty-five Urban Normal Schools of which twelve are private schools with legal authority from the government, and nineteen Rural Normal Schools.

Altogether there were in 1948, a total of 8,606 students attending Normal School. (42)

(42) Memoria de la Secretaria de la Educacion Publica 1947-1948, Mexico, 1948, P. 349-365.

CHAPTER V
NATIONAL CAMPAIGN FOR
LITERACY

The greatest internal enemy of Mexico is the ignorance of her population. During the last few years there has been a great movement in favor of 'alphabetizing' the Mexican people.

Mexico is a country with an area of 1,969,367 square kilometres. In 1944 there were approximately 22 million people. Of these, forty-eight percent were illiterate. In other words the density of population is eleven persons per square kilometre and out of each eleven, at least five are illiterate. In reality this calculation is very relative. In areas such as the Federal District this percentage is much lower, while in many rural areas the percentage rises to sixty or sixty-five percent.

Statistics for 1910 give interesting data in regard to the state of illiteracy in Mexico.

Number of individuals who know how to read and write	4,394,311
Number of individuals who know only how to read	364,129
Number of individuals who know neither how to read nor write	10,324,484
Number of individuals not classified	<u>56,931</u>
Total	15,139,855

The illiterate are composed of the following:

Individuals of school age	3,615,320
Adults	<u>6,709,164</u>
Total	10,324,484 (1)

These statistics give us an idea of the educational problem that Mexico has been facing. The problem is even more complicated if we take into consideration the different races of which the population of Mexico is composed. (2)

The census of November 30, 1921 gives us the racial extraction of the population of Mexico.

In the Federal District.

Indians	169,820	18.75%
Metis	496,359	54.78%
Whites	206,514	22.79%
Other Races	3,830	.42%
Foreign immigrants without racial distinction	<u>29,540</u>	<u>3.26%</u>
	906,063	100.00%

(1) Pani, Alberto J, Una Encuesta sobre Educacion Popular, Mexico, 1918, P. 13.

(2) Ibid., P. 13.

In the States.

Indians	4,179,449	29.16%
Metis	8,504,561	59.33%
Whites	1,404,718	9.80%
Other Races	144,094	1.00%
Foreign immigrants without racial distinction	<u>101,958</u>	<u>.71%</u>
Total	14,334,780	100.00%

The Ministry of Education and Mexican educators have been working very hard, in the past few years, to formulate a plan to minimize illiteracy in the country. In 1944 President Avila Camacho introduced a new law, the law of Emergency in Educational matters. This law which established the National Campaign against illiteracy states:

Article 1.

"All Mexicans between the ages of eighteen and sixty, who reside in the National Territory and who know how to read and write Spanish, if not incapable, according to the desposition of the civil law, are obligated to teach how to read and write, at least one other inhabitant of the Republic, whose age is between six and forty years and who is illiterate.

Article 2.

"Any person, without distinction of sex or occupation, between the ages of six and forty and who are illiterate, must learn how to read and write."

Article 3.

"The campaign will be developed in three stages:

1. The Organization of the campaign (from August 1944 to February 1946).
2. The period of instruction (from March 1945 to February 1946).
3. The revision and exposition of the results (from March 1, 1946 to May 31, 1946). (3)

Thanks to this campaign a million and a half Mexicans learned how to read and write in a period of one year.

In 1947 a Directory of Alphabetization under the Ministry of Education was established with the purpose of giving unity to the educational effort of the State, in favor of that section of the population which has not the opportunity of receiving the benefits of formal educational institutions--mainly of primary instruction.

In 1948 approximately 8,000,000 pesos were spent on the campaign against illiteracy.

With the creation of the Directory of Alphabetization the campaign against illiteracy has taken on a permanent character. The Law of Emergency is no longer enforced.

(3) El Universal, 22 de agosto 1944, Mexico, D.F.

In its stead the Ministry of Education has created centres and schools of Alphabetization. In 1948 the establishment of 1,898 such schools was completed. These schools are open three hours daily. Two hours are dedicated to children and one hour to adults. The minimum program consists of the teaching of reading, writing, the most elementary arithmetic, calculation, and some information about social studies. These establishments were created under emergency conditions because of a lack of regular day schools in the localities. It is intended that they be converted to regular primary schools as soon as it is conceivably possible.

In addition to the above schools, there are centres for instruction of illiterate adults only. In rural areas these centres are taught by the regular primary school teachers.

For the Indians who speak only their own Indian language, centres of Alphabetization were created in their native villages. They are first taught to read and write in their own language, then they are taught Spanish. There are 124 such centres in Mexico at the present time. (4)

(4) Memoria de la Secretaria de Educacion Publica 1947-1948, Mexico 1948, P. 391.

CHAPTER VI
SOME COMPARISONS AND CONTRASTS
WITH CANADIAN EDUCATION

The outstanding difference between the present educational systems of Canada and Mexico is that Mexico has one system for the entire country while Canada has eleven separate educational systems. Nine of the ten provinces have individual autonomous systems. Quebec in effect has two systems--one for the majority Roman Catholic and largely French-speaking population, and a second for the Protestant, largely English-speaking minority. Three other provinces--Ontario, Saskatchewan, and Alberta--make provisions for separate schools for Roman Catholic children.

Provincial autonomy characterizes education with the following exceptions:

1. Education of the Indian population. The Dominion Department of Mines and Resources administers education for some 17,000 Indian pupils scattered throughout Canada.

2. The Federal Government may step in if educational levels of any province drop below that considered to be in the best interest of national welfare and safety.

The provincial governments delegate a good deal of their authority to smaller units. Local school boards, or larger unit boards, are responsible for operating the schools. Costs of education are borne by the school boards

with the aid of the provincial governments. There is no aid for academic education from the Federal government but certain grants are made in aid of vocational training and the development of physical fitness. The school boards appoint and discharge teachers; fix salaries; erect, maintain, and operate school buildings. Courses of study are authorized by the Provincial Departments of Education, but allow for some election of subjects in the high school grades by the teachers and school boards. Unfortunately in all but city schools, limitations of time, equipment, and instructors, have prevented many schools from taking advantage of this opportunity, and have kept curricular offerings within the limits prescribed for Normal School and University entrance.

In Mexico, education is under the control of the Federal government. There is only one system of education. Though a large percentage of Mexican schools are privately financed, to be accredited institutions they must have legal authority from the government and must follow the courses of study authorized by the Federal Ministry of Education.

The public schools of Mexico are mainly financed by the Federal government or by cooperation of the Federal and State governments. The Federal government delegates much of its authority to the States, but it is the Federal

Ministry of Education that authorizes the programs of study, sets the salary scales for teachers and appoints inspectors of all schools in the Republic. In this way there is uniformity of instruction throughout the whole country.

Since the rural population of Mexico is composed mainly of Indians and Metis, who formerly had no access to educational opportunities, the government is particularly anxious to raise the educational level of this very large portion of its population. With this aim in mind, it has constructed many modern, well-equipped schools in rural areas. The government of Mexico is endeavoring to educate not only the children but also the adults. The rural school in Mexico tries to adjust the pupils to their environment as much as possible. Since the population is mainly agrarian, each school has adjoining farms where the students--both adults and children--are taught the latest and most scientific ways of farming. In Canada, training of this sort is given only in Agricultural Colleges.

The Indian population in Mexico offers quite a different educational problem than it does in Canada. In 1921 there were 4,179,449 Indians in Mexico, 29.16% of the population. The government has endeavored to include this very considerable percentage of its population into the general life of the country. The Indian was given equal rights with all other racial groups. He was not kept on reservations nor were special schools built for him. His

children attended the same schools as the white children, received exactly the same instruction, and were given access to the same educational opportunities. There are a few tribes who live in exceedingly isolated areas. These have not mingled and do not have the desire to mingle with the rest of the population. For these tribes the government has built schools and is endeavoring to educate the youth.

The Mexican government has indeed been successful in its endeavors to include the Indian into the life of the country. At the present time the Indian is regarded not as an Indian but as a Mexican. In Canada, to a very great degree, the Indians are on reservations. They have their own schools which are quite separate from those which are provincially administered.

In both countries education is free, compulsory and non-religious. In the Catholic schools of Quebec and the separate schools of Ontario, Saskatchewan and Alberta, religious instruction is given. In Mexico, no religious instruction may be given in any school that is authorized by the government. Monastery and convent schools are illegal and may not operate.

It is considered that educational standards in Canada are among the highest in the world. Though Mexico, in the past few years, has progressed very favorably in raising the level of education within its borders, standards of education are much lower than in Canada. There are many reasons why this is true. The Canadian educational

system has been allowed to develop in a peaceful environment. Canadians have not been subject to internal upheavals which upset the political organization or curtailed in any way their cultural progress. There has been a steady progress to the point where Canada can now proudly claim to have only three percent illiteracy in the country.

Since its inception as a Republic, Mexico has witnessed a tremendous number of internal upheavals, turbulent and bloody. Administrations changed very rapidly and while in power they were chiefly concerned with the problem of staying in power. It was not until the administration of President Calles (1924-1928) that internal troubles in Mexico came to an end. So it can truthfully be said that education in Mexico has had the attention which it deserves for a period of only a little over twenty years. In such a short time it is difficult to achieve a high standard of education. We must remember too that Mexico has included over four million Indians in her educational system. This group had no education whatsoever and created a grave problem to educational authorities. In 1910 there was 70% illiteracy in Mexico; this figure was lowered to 45% in 1945, and the government is now endeavoring through campaigns to lower the percentage year by year.

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In Canada, out of a total population of 11,975,826 (according to the 1943-1944 census) 2,375,826 students, approximately 19% of the entire population, attended educational institutions. (1) In Mexico in 1947-1948 there were 3,088,674 students registered in educational institutions. This is approximately 12% of the total population of 24,602,313. (2)

Though pre-school education in Mexico is not compulsory, the government has done a great deal to encourage this phase of education. It is particularly concerned with the care of pre-school age children of the workers and peasants. Many kindergartens and nursery homes in industrial and agricultural areas have been built and are maintained by the government. This service is completely free to anyone who wishes to take advantage of it. In Canada provincial governments and school boards do not give this service to the population. Pre-school education is a private business and anyone who wishes his child to receive pre-school education must send him to a private school and must pay a tuition fee.

The Secondary Schools in Mexico correspond to the Junior High Schools in Canada. The courses offered in Mexican schools seem to be somewhat advanced for the age level

- (1) The Canada Year Book, 1946, King's Printer, Ottawa, P.1027.
- (2) Memoria de la Educacion Publica 1947-1948, Mexico, 1948, P. 176-178.

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of the children who attend. Of the courses offered, the academic subjects are all compulsory. A wide choice is given in work shop courses. Every secondary school must offer not less than three work shop courses for boys and Home Economics for girls. In Canada the courses offered are more general; for instance in the Junior High School, general science and social studies are taught rather than the individual science and history taught in Mexico.

Canada is slowly doing away with final examinations. In Alberta ^{Departmental} final examinations are written at the end of grade nine and grade twelve. In British Columbia only grade twelve and thirteen students must write ^{Departmental} examinations. In Mexico final examinations are written at the end of each year of secondary and preparatory schools.

The school for regularization is rather a unique institution. Here pupils study after regular school hours to gain a better grasp of a subject in which they failed. There are no institutions of this type in Canada. If a pupil in a Canadian school fails in an examination, he must study by himself or with a private tutor before writing a supplemental examination.

The great majority of teachers in Mexican Urban secondary and preparatory schools teach for only an hour or two daily. The majority of rural teachers are

full-time employees. Though the government is trying to establish teaching on a full-time basis, so far only a small number of urban teachers are employed full-time. The teachers feel they can earn more teaching on a part-time basis and to date have objected very strenuously to any proposals of full-time employment.

Canada is not faced with such a problem. All teachers in the public schools are full-time employees and are bound by contract to remain in their positions for a full year. Substitute teachers, however, are employed on a part-time basis.

The Normal Schools of Mexico offer a very interesting contrast to our Canadian institutions of teacher training. To begin with, entrance qualifications are very different in the two countries. Canada demands that students entering Normal School must be High School graduates holding University or Normal School entrance certificates, which in actuality means a Junior or Senior Matriculation certificate. The student then receives Normal School training for a year, after which time he takes on teaching duties. No difference is made in the training of teachers for rural or urban schools. Everyone attending Normal School receives the same instruction. Since all Normal Schools are in urban or semi-urban areas, the practice teaching that is done is mainly in urban schools.

During the war Canada was faced with a very serious teacher shortage. Many schools remained open only because of ex-teachers, most of whom were married women recruited to staff the schools. In many cases High School students were placed in schools as Supervisors for correspondence courses. Short-term Normal School courses were given so that students with only five or six months training could take positions as teachers. With cessation of hostilities, Normal Schools have again gone back to the regular training period.

In an attempt to attract desirable recruits to the teaching profession, Alberta has organized all teacher-training under one professional organization connected with the university and leading to a degree in education. Under such organization Normal training and summer school classes all lead towards an education degree.

At present there is an endeavor in Canada to place university trained teachers in secondary schools, but as yet there are many teachers in Canadian High Schools who hold what is known as a first-class teaching certificate (Senior Matriculation plus one year Normal School).

In Mexico Normal Schools are of various types, qualifying teachers for the different types of schools.

Urban primary teachers attend Normal Schools designed to train teachers for urban primary schools. The same thing is true for teachers of rural primary schools and for teachers who are specializing in certain fields of teaching such as kindergarten and physical education.

Entrance qualifications for Primary Normal Schools consist of graduation from primary school, but the period of training is six years. Practice teaching is carried on in the type of school to which the teacher will be assigned when he graduates from Normal School. All secondary school teachers must be graduates of Superior Normal Schools which in actuality are schools of post-graduate studies after a teacher has had at least four years of teaching experience in the primary schools.

Though Mexico has made great progress in the solution of its educational problems there is still a great deal to be done. The very great shortage of primary teachers throughout the country is one of the greatest difficulties the Ministry of Education is facing at present. There are still approximately 40,000 localities with twenty to three hundred children of school age in each, that do not have primary schools.

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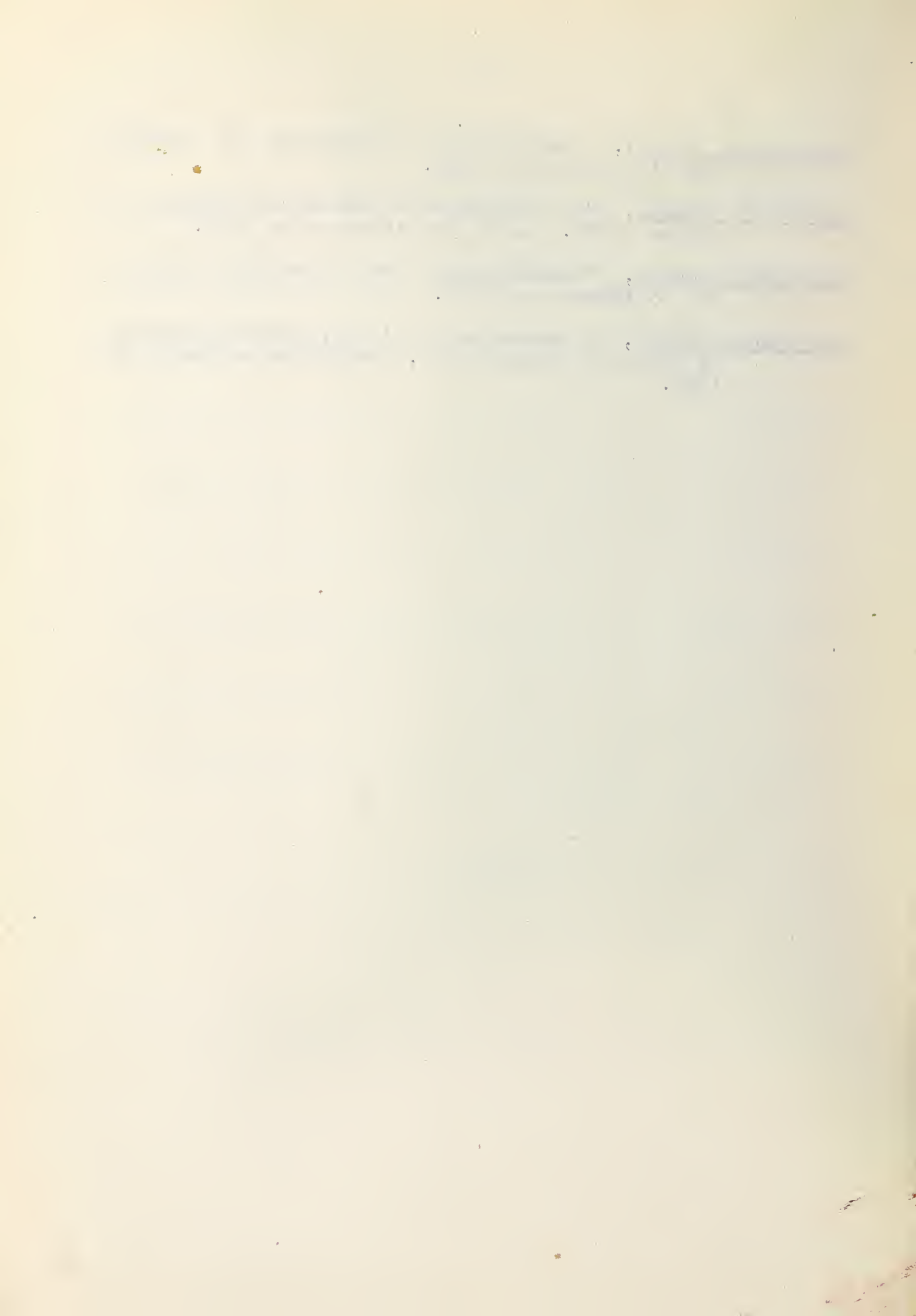
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APPENDIX

- Bodet, Jaime Torres (bödet, híneh törres) minister of Education 1940-1946. Mr. Bodet has recently been elevated to the presidency of Unesco.
- Chavez, Ezequiel A (tcháhves, ésekiel) secretary of the Ministry of Education during the administration of President Diaz.
- Calles, Elias (kahyes, elíahs) president of Mexico 1924-1928.
- Camacho, Avila (kahmáitchö, ahvíla) president of Mexico 1940-1946.
- Cardenas, Lazaro (kárdenas, láhsarö) president of Mexico 1934-1940.
- Diaz, Porfirio (diáhs, porfiriö) president of Mexico 1876-1880 and 1884-1911.
- Najera, Francisco Castillo (náhera, francíscö castiyö) Mexican ambassador to the United States. Mr. Najera is a very eminent author, poet and translator.
- Obregon, Alvaro (öbrégön, alvahrö) president of Mexico 1920-1924.
- Quiroga, Vasco de (kiröga, váhskö de) one of the earliest Franciscan missionaries in Mexico. He established the first agricultural school in Mexico in 1532.
- Sahagun, Bernardino de (sahahgoón, bernardinö de) Franciscan monk who established the first school of teacher training in Mexico in 1536. He wrote the first history of the Mexican Indians.
- Sierra, Justo (syérra, hóostö) minister of Education during the administration of President Diaz.
- Vasconcelos, Jose (vahskonsélös, höseh) minister of Education 1920-1924.

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